

## DOCUMENT RESUME

ED 057 967

24

RC 005 857

AUTHOR McCarl, Robert, Ed.  
TITLE Promising Practices in Small High Schools. A Report of 28 Northwest Projects, 1971.  
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
PUB DATE Sep 71  
NOTE 104p.

EDRS PRICE MF-\$0.65 HC-\$6.58  
DESCRIPTORS \*Curriculum Enrichment; Educational Innovation; \*Educational Practice; High Schools; \*Instructional Innovation; Rural Schools; \*Small Schools; \*Vocational Education

## ABSTRACT

Promising educational practices utilized in small high schools in the Northwestern United States, including Alaska, are described. Practices and programs reported include an educational enrichment program, multiple-class teaching, a nongraded minicourse curriculum, a phasing program for high school English, a media center retrieval system, a secondary reading program, the Seldovia project emphasizing individualized instruction, a student exchange program, a trimester system, self-taught arts and crafts, the aututorial-tutorial approach to biology, small group study of novels in English III, an environmental science program, independent senior study, a resource room for children with learning disabilities, a simulated archaeological excavation, a stage band, a history seminar, and 10 varying practices in the area of vocational education. The 28 practices were selected on the criteria of (1) evidence that they are effectively helping students, (2) relevance to the Northwest region, (3) implementation without extensive outside funding, (4) program design facilitating description and evaluation, and (5) not being generally known among small schools in the Northwest. Each practice is described in sufficient detail to be easily adapted in another educational situation, and a source for further information is provided. Included for discussion are practices which require minimal outside funding, but the majority are either self-supporting or require no more funding than that normally available to a small high school or rural school district in the Northwest. A related document is ED 037 281. (JH)

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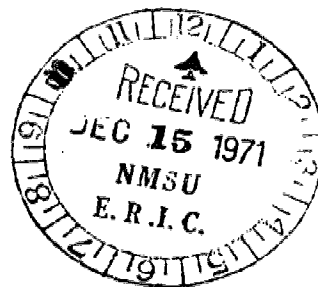
# promising practices in small high schools

A Report of 28 Northwest Projects, 1971



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Regional  
Educational  
Laboratory

500 Lindsay Building  
710 S.W. Second Avenue  
Portland, Oregon 97204



ED057967

005857

September 1971

Graphics: Mel Krebs

Editor: Robert McCarl

Published by the Northwest Regional Educational Laboratory,  
a private nonprofit corporation supported in part as a regional  
educational laboratory by funds from the United States Office  
of Education, Department of Health, Education, and Welfare.  
The opinions expressed in this publication do not necessarily  
reflect the position or policy of the Office of Education, and no  
official endorsement by the Office of Education should be inferred.

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## Preface

Although reports during the past few years have suggested that students attending schools in rural areas are not receiving an education equal to that found in metropolitan schools, many small high schools are experimenting and creating new approaches to primary and secondary education.

The current need of the small high school is to provide creative and inexpensive ways to change the students' learning environment. This report identifies and describes practices which address themselves to this need in three areas: "Vocational Education," "Curricular Innovation," and "Instructional Innovation." Each practice is described in sufficient detail to be easily adapted by the reader in his or her educational situation, in addition to providing a source for further information.

This edition also contains multiple entries from a few schools and school districts. The practices described by these sources were included in the interest of providing as many alternatives as possible, and were not responsible for the exclusion of practices from other schools. Also included are practice descriptions which require minimal outside funding, but the majority of those described are either self-supporting or require no more funding than that normally available to a small high school or rural school district in the Northwest.

Chester A. Hausken

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## Introduction

This is the second edition of "Promising Practices in Small High Schools," the first was printed by Northwest Regional Educational Laboratory in January, 1970. Dr. Chester Hausken of NWREL's Small Schools Program again enlisted the aid of Ray Talbert, currently the director of Educational Coordinates Northwest, to identify and report the practices from schools and school districts throughout the Northwest.

Representatives from the five state departments of education aided Mr. Talbert in the search for the most innovative practices by acting as project coordinators in their respective states. The criteria for selection which was uniform from state to state, included:

1. The practice must be beyond the design stages and there must be evidence it is effectively helping students.
2. The practice must be relevant and useful throughout the region.
3. The practice could be implemented in small schools without extensive outside funding.
4. The practice must be designed so that it can be described and evaluated.
5. The practice must not be known generally among small schools in the Northwest.

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EDUCATIONAL ENRICHMENT PROGRAM  
HOONAH HIGH SCHOOL  
HOONAH, ALASKA

NEEDS

One of the many shortcomings of contemporary education is not providing experiences that are relevant to today's students. Also, the schedule usually makes it logistically impossible to take a group of students from a small school for an activity without curtailing the daily achievements in the other classes.

HISTORY OF DEVELOPMENT

Many of the teachers at Hoonah noted the need for providing these interesting experiences, but could not come up with a suitable method of scheduling without causing half of this class or half of that class to be absent. With administrative guidance, it was decided to eliminate the regular curriculum for a day and substitute a more flexible one.

DESCRIPTION OF THE PRACTICE

The educational enrichment day is divided into four periods each,  $1\frac{1}{2}$  hours long, with two periods before lunch and two after. Each teacher is responsible for developing an activity or activities that will be offered during this special day, either as four one-period activities, two, two-period activities, or any combination thereof. The criteria used by the teachers in selecting the activities are as follows:

1. The teacher must feel capable in what it is he/she plans to do, whether it is a specialized portion of his teaching area, a hobby or other knowledge.
2. The cost must be small enough to be borne by the participants.

After the teachers select the activity or activities they would teach, they write a short description explaining the activity. The students use these descriptions to determine in which activity they want to participate. Each student ranks on the selection sheet three activities per period, in case one or two are filled before his selection sheet is reached in the registration stack. Seniors are registered first, and then on down. Study hall is one of the activity selections and those who were not interested in any of the other activities offered for that time period had this available. A few of the activities offered included: film making, navigation, brief history of music, quick-fix meals, etc.

#### SPECIFIC CONSIDERATIONS

It is a fortunate school whose entire faculty will see the merits of such a program. Those teachers not wishing to lead an activity can effectively be used in assisting other teachers, usually as a chaperone for local trips.

#### COST

The cost of this program is negligible. Most of the expense is kept under two dollars and this is covered by the participants. Any expense to the teacher is, of course, tax deductible.

## OUTCOME

The students (95%) and teachers (all ten of them) agreed that the educational enrichment program was most beneficial for the following reasons:

1. It allowed the teacher to work with a small group of really interested students.
2. It provided an opportunity to teach something that was valuable yet impractical to try during a regular school day.
3. It gave the teachers an indication of student interests and ideas for other classroom projects.
4. It gave the teacher and some of the hard-to-reach students something in common and, hopefully, something to build upon.
5. It broke up the daily routine.

## FURTHER INFORMATION

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MULTIPLE CLASS TEACHING  
HARTLINE HIGH SCHOOL  
HARTLINE, WASHINGTON

### NEEDS

The present secondary faculty of five teachers may very well instruct a total enrollment of forty-four in basic requirements for graduation. However, what provisions are being made for special interests or needs? For career planning, or social adjustment? Students subjected to limited exposure to educational and cultural activities within their communities cannot be expected to adjust well to the world outside of that environment. It is to this need that the "Multiple Class Teaching" program at Hartline High School addresses itself.

### HISTORY OF DEVELOPMENT

A few versatile teachers were willing to break from traditional learning situations, provide an opportunity for novel learning experiences and broaden the curriculum. The program was designed to provide a richer academic/experiential background to both the college and non-college bound student, in addition to learning more diversified manual skills and provide better health and physical education experiences.

### DESCRIPTION OF THE PRACTICE

Multiple class teaching refers to the practice of offering more than one subject to two or more groups of students in the

same room, at the same time, under one teacher. Using any subject area, the teacher is encouraged to deal with the entire group within the forty-minute period. (This time segment is, however, flexible.) The program, designed to meet the needs and desires of the students, presented multiple class teaching subjects which included: vocal and instrumental music, Indian history, a field trip program and industrial arts; to mention a few. Individual rooms were established as a media and science center respectively, and students were encouraged to use them when they had free time.

#### SPECIFIC CONSIDERATIONS

The educational outcomes are dependent upon flexible scheduling, the adaptability of the physical plant to program needs, the ability of students to function under the new multiple-teaching/learning situation, the ability of the students to adjust to self instruction, the distribution of courses to allow for full use of the facilities and the initiative and ability of teachers to create imaginative teaching/learning situations.

#### COST

If planned properly, gradual implementation of the multiple-class teaching program will result in little or no increase in expenditures.

#### OUTCOME

Indications at Hartline High School are that the objectives of the program are being met, and that students who have participated show a more mature attitude toward post-high school

aspirations, and an increased interest in the regular high school curriculum.

**FURTHER INFORMATION**

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A NON-GRADED/MINICOURSE CURRICULUM  
DILLINGHAM HIGH SCHOOL  
DILLINGHAM, ALASKA

#### NEEDS

In 1969, Dillingham High School was facing the problems of an inflexible, traditional curriculum (rigid grade nine through twelve "class" system in most courses, utilizing a standard 55 minute, six period school day with all courses continuing for the full 180-day school year), and was consequently suffering from overcrowded classrooms, understaffing and lack of course options for both students and teachers.

#### HISTORY OF DEVELOPMENT

Prior to the school year 1969-70, an experimental program was proposed which would make more effective use of the limited staff and a less rigid curriculum by providing students and teachers with an active voice in determining their educational experiences. Constant evaluation, smaller units of learning and a completely new look at the educational experience marked the beginning of this program.

#### DESCRIPTION OF THE PRACTICE

The concentration was in two major areas: English and Social Studies. It was felt that for these two areas to become more flexible, the traditional nine through twelve scheduling would



have to be altered. Year long courses (180 days) were broken into smaller units which teachers felt could be taught in one semester. (This was later broken down into over 200 [90 day] sessions. Each course was briefly described, to aid student choice, and the  $\frac{1}{2}$  credit minicourses were made up of 21 minute "modules" for greater curriculum flexibility.) Any student in high school could sign up for any English or Social Studies course if adequately prepared or with the instructor's permission.

Due to the limited staff (nine teachers to one-hundred and forty students) and irregular scheduling, it was decided to let the students choose which courses should be offered each semester as determined by their expected needs. The students were given tally sheets on which they marked which courses they wanted offered at a particular time in any given semester. The results were tabulated and the English and Social Studies classes for the 1969-70 school year were established. All courses were non-graded in the project.

In an attempt to extend this curriculum into the seventh and eighth grades, to correct language problems, dissolve another grade level distinction and make the transition to high school easier; a three-hour, non-graded "core" program in language development was implemented in the junior high school.

#### SPECIFIC CONSIDERATIONS

Due to the total revamping nature of this project, no one expected complete success. The major problems included inaccurate measure of how long it takes to get subject matter

across, and readjustment to a more varied time schedule. Student tally sheets for course selection and scheduling were revised to allow students to indicate five course choices by using the number of the period desired, although this decreased the flexibility of minicourse scheduling, this problem may be solved with the aid of computerized scheduling. Further, for those students who had conflicts in scheduling, "seminar" courses were set up wherein the student could study on his own in any general subject area with the counselling of an instructor. This eliminated insertion of special courses at inopportune times, and the student was given credit for work in an area most interesting to himself.

#### COST

The cost of the program depends upon school size, cooperation of the local district and the speed with which the new curriculum design is implemented. Specific cost of the program at Dillingham is difficult to measure at this time.

#### OUTCOME

The reactions to the program appear to be generally favorable from students, teachers and outside evaluators. An educational consultant from the State of Alaska had one criticism, he felt as though teachers were not using its flexibility to best advantage and were considering each trimester as one-third of a course rather than an integrated learning experience.

FURTHER INFORMATION

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A PHASING PROGRAM FOR HIGH SCHOOL ENGLISH  
SUGAR-SALEM HIGH SCHOOL  
SUGAR CITY, IDAHO

#### NEEDS

Poor achievement and general lack of interest in English prompted the staff of Sugar-Salem High School to explore possible alternative teaching methods, and identify those specific problem areas in the curriculum contributing to the general malaise. One of the main problems was that of forcing students through a program at a predetermined pace without allowing for interests, differences and capabilities, i.e., teaching to the middle achievement group while bypassing the poor achiever and boring the high achieving student.

#### HISTORY OF THE PRACTICE

During the school year 1967-68, Jack Wilcock, then principal at Sugar-Salem, developed a phasing program to deal with the problems of a standard four year English curriculum. Six phases, from Phase I in basic skills to Phase VI in advanced senior English were developed. The English faculty was supplemented to accommodate the greater number of classes, and students from all grades were scheduled into the appropriate phase as dictated by their ability. This curriculum design allows students to participate in smaller classes with more specific course content and more accessible vertical movement.

## DESCRIPTION OF THE PRACTICE

The six phases of the project include: Phase I: basic skills in reading, composition, spelling and vocabulary; Phase II: composition, use of resources and the fundamental aspects of literature; Phase III: American literature and composition; Phase IV: composition, British literature and research papers; Phase V: independent study in accomplishing research/composition tasks; and Phase VI: advanced class for creative writing and individual study.

## SPECIFIC CONSIDERATIONS

One of the major problems in implementing the program in a small school is that of scheduling classes so that students in various grades can enroll in the lower phases, and so that vertical involvement can be achieved at the semester without completely revamping a student's schedule. A second problem is that of placing students in the proper phase, particularly transfer students when little or no background material is available. A third problem is that of evaluation; is an "A" from Phase III comparable to an "A" in Phase VI?

## COST

The cost of the program is considerable in terms of addition of personnel and greater emphasis on small classes. However, this may be somewhat defrayed if teachers in other areas have the flexibility and background to teach a class outside of their specific area, a practice common to most small high schools.

#### OUTCOME

Even though the program, after four years of operation, is still deficient in certain areas (primarily scheduling), it has been judged by the staff as a definite improvement in the English curriculum. Students who have been low achievers in other programs have done well here because independent instruction and study are available. The high achieving student can start at a level above his peers, and is challenged to complete senior English at a level much higher than he could in a conventional program.

#### FURTHER INFORMATION

Wesley J. Rash  
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RETRIEVAL SYSTEM  
LINN COUNTY ADMINISTRATIVE SCHOOL DISTRICT 129-J  
MILL CITY, OREGON

NEEDS

The idea of media processing and retrieval sprung from necessity. The necessity was originated by the district's commitment to participation in three major projects: Project Springboard, an experiment in audiovisual saturation; Project Open Door, a demonstration library program; and the Oregon Small High School Program, which had a direct influence on the development of the retrieval system.

As a result of these projects becoming an integral part of the school system, a dramatic and rapid change took place. There was a tremendous increase in the amount of hard and software in the District. The individual title index of the library media center was rapidly approaching 30,000 items, and this did not include the 1,000 plus 16mm individual titles possessed by the Linn-Benton County Intermediate Education District which are incorporated into the system. Also included are field trip possibilities, free films and programmed learning units. A great cry for help arose from the media centers because requests for materials could not be satisfactorily met.

## HISTORY OF DEVELOPMENT

Superintendent William E. Lewellen felt that there was a need to make teachers and students aware of the entire scope of media available in the District on any given subject. But the inflexibility of a catalogue was not feasible, and although other districts in the United States had explored certain aspects of the problem, and had implemented computer programs, a system could not be found to meet this specific need. At this writing, the District's service has no known counterpart.

The Linn-Benton County IED, which was providing the District with an excellent data processing service for payroll, grade reports, etc., was consulted. They responded generously. The State Department of Education through Chuck Haggerty and Don Miller, Oregon Small Schools Program leaders, volunteered assistance. The initial meetings with these people and field representatives of the IBM Corporation provided the impetus necessary to reach the desired goal.

## DESCRIPTION OF THE PRACTICE

The primary decision made was that of which materials should be stored, and following that, the mammoth task of cataloguing and preparing the media for key punching was the next step. Countless hours of planning, coding and waiting constitute the retrieval system. With the help of the Oregon Board of Education Computer Services personnel, coordinated by George Frauendiener, the project has been completed.



Among the many complicated retrieval systems in operation nationwide, the District commands an "easy to use" complex. This is how it works: A list of subject headings that seem to have no end is housed on a disc which operates on a 360 computer. When a heading is requested, it is translated into a numerical designation taken from the "Directory of Subject Headings," then the machine goes into action and searches out all related media. Once data have been stored, a number of prescribed processes to disseminate the information are possible. The process which is used most often is in the form of a printout to help teachers do a better job of selecting and using audiovisual materials. It includes the following pertinent information: complete description of the media, time factor, audience level, location, Dewey decimal number, accession number, plus other data applicable to the title.

#### SPECIFIC CONSIDERATIONS

The major considerations include personnel competent in computer technology, community support and a financial/physical commitment to the use of hard and software materials.

#### COST

This project has been expensive, but the cost of using the completed system is minimal. Applications will be accepted from any school, district or county interested in adapting the system to their program. Since the major cost of the program has been covered, the cost to interested parties will be relatively low.

## OUTCOME

The development and application of appropriate instructional media to curriculum planning is now facilitated by the system. Curriculum development by teachers and directors can readily be made available well in advance of the actual classroom teaching situation. The adaptation of the materials to the existing curriculum is the next step. The time of teachers and students is extremely valuable, and it has been dramatically shown that the effectiveness of the teaching and learning process will be greatly enhanced by the retrieval system.

## FURTHER INFORMATION

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SECONDARY READING PROGRAM  
PRESCOTT HIGH SCHOOL  
PRESCOTT, WASHINGTON

## NEEDS

Among the many needs of a small high school, the most pressing at Prescott were found to be in the area of reading and listening. The availability of Title I funds prompted an evaluation of standardized tests which revealed that the students at Prescott were low in the language arts area, and that they could benefit from courses in vocabulary, test-taking, listening, note-taking, comprehension and reading for main ideas. Teacher suggestions and responses of students to questionnaires further refined the needs to the establishment of minicourses in the above areas which would be non-graded and would be attended by students excused from the regular classes on a rotating basis.

## HISTORY OF DEVELOPMENT

With the support of the local superintendent, a reading specialist from a local university and the work of a full-time instructor hired for the project, materials were screened and ordered, schedules and courses designed and students were encouraged to enroll. Due to the emphasis on the written and spoken word, extensive use of audiovisual materials was planned.

## DESCRIPTION OF THE PRACTICE

Student reaction was enthusiastic, and the curriculum, designed following the questionnaire suggestions of students, was established to involve course work for everyone. Minicourses included: Spelling I and II as two-week sessions, Vocabulary I and II as two-week courses, Comprehension I as four weeks, Listening as one week, Speed Reading as two weeks and How to Study as two weeks. There were maximum enrollments per class of eight students, with some students taking as many as three reading courses daily. The breakdown by class was as follows: 23 classes taken by 25 seniors, 25 among 18 juniors, 26 among 21 sophomores and 10 among 10 freshmen. In the listening course, tapes were played which presented conversations of increasing complexity to be analyzed by the students. The comprehension course required students to read for main ideas, to skim and to read faster while maintaining or improving their comprehension; while the vocabulary class involved students in the study of semantics, prefixes and suffixes, homonyms and synonyms, etc; and the students in the spelling class used cassettes to study difficult words at their own pace. After the first five weeks, classes were revised to meet student needs.

## SPECIFIC CONSIDERATIONS

Six considerations were cited as the most important, and included: the assurance of faculty support; the assurance of student leader support and the necessity to make things happen rather than to wait for volunteers; the necessity to keep classes

small; the use of incentives like certificates for course completion; the emphasis on progress and no grades; the use of electronic devices and teaching aids where appropriate; and lastly, the necessity of hiring an experienced teacher to run the program.

#### COST

The cost of the program was \$6,000, which includes the salary of the instructor, planning money and acquisition of materials. A good beginning text for reading is L. E. Miller's Accelerating Growth in Reading Efficiency, and its accompanying texts. Also the material from SRA Reading Laboratories, particularly the new "Dimensions" kit; Scott-Foresman's "Tactics in Reading" kit; the Vocabulary 100 workbook series; Spelling for the Millions; the Spelling Drills and Exercises workbook; How to Study published by Educational Services and the vocabulary development book Words in Context. (Complete list available from information source)

#### OUTCOME

The course appears to be effective. A number of teachers have indicated that students are spelling more accurately and reading more rapidly than before, and student reaction is equally favorable. In an overview, the students suggested that both spelling and vocabulary courses should be conducted for longer periods, and that additional work should be done in the "Dimensions in Reading" course. The students liked all of the courses, and were particularly responsive to the freedom given them in course choice and depth of involvement.

FURTHER INFORMATION

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Prescott Senior High School  
Prescott, Washington 99348

THE SELDOVIA PROJECT  
SELDOVIA SCHOOL  
SELDOVIA, ALASKA

NEEDS

The Seldovia project was begun in the fall of 1968 when the school of 35 students was to have been closed and the student body transferred to Homer, 30 air miles away. Seldovia, like many small, rural high schools, was suffering from a classical dilemma: too few students and too many subject areas necessary to provide an adequate high school curriculum.

Northwest Regional Educational Laboratory was invited to study the situation with the help of the school and the local community members. The first step was to locate key community leaders to establish the needs of the school in the community. A "needs assessment" group was organized from these key people with the aid of local and district school personnel.

The needs assessment was completed in April of 1969, and the needs were ranked in the following order:

- a) Continuity and/or relevancy in the school program
- b) Reduced teacher turnover
- c) Increased teacher competency in varied subject areas
- d) A school in Seldovia
- e) Wider curriculum offerings
- f) A school providing facilities for community oriented activities

## HISTORY OF DEVELOPMENT

In May of 1969, a field trip was planned for a group made up of key community leaders, a project coordinator, the school's principal teacher, a student, a Lab (NWREL) leader and a Lab observer. The object of the field trip was to identify systems and programs of learning that would be readily adaptable for consideration during curriculum building, and that would help meet the objectives of the needs assessment. Sites selected were: Northwest Regional Educational Laboratory, Portland, Oregon; Idaho Springs High School, Idaho Springs, Colorado; Meeker High School, Meeker, Colorado; and Hagerman High School, Hagerman, Idaho.

## DESCRIPTION OF THE PRACTICE

Following the return of the study group, plans were formulated for curriculum development. Groups of community people and school staff were united into "task forces." These "task forces" would select a problem relevant to the school's program and then work toward a solution. Solutions to many problems would involve several "task forces." This plan has been followed for all major decisions concerning the plans for a new school and major curriculum changes.

In the fall of 1969, the staff went through intensive training with a group of outside consultants. The reason for this workshop was to help teachers develop an ability to write adequate behavioral objectives. Also important was the development of a totally individualized school. Lab personnel worked with the



staff on the management of self-instructional systems to lend aid in many of the school's divergent curriculum areas.

During the school year 1969-70, a standard six period day was used. Into these six periods, self-instructional systems in physical science, welding, Spanish, speech, plastics and math analysis were initiated. Patterns In Arithmetic (PIA) was begun in grades one through four with this system being later used extensively through the ninth grade. Teachers began extensive work in development of individualized programs to complement their teaching repertoires.

It became apparent that scheduling problems were prevalent and scheduling tended to rob from the individualized atmosphere. In the 1970-71 school year, the students were scheduled into bracket times with their teachers. Under this arrangement, the teacher served more as a consultant to the student's individual progress rather than as a typical classroom teacher. The students could take as many as eight courses or only the regular five. Study halls were virtually eliminated since the individual system left the student free to pursue worthwhile activities should any free time exist.

#### SPECIFIC CONSIDERATION

Most rural high schools suffer from the same problems experienced by Seldovia. The above cooperation between the school and the community has resulted in few community-school confrontations, and student evaluations have been extremely favorable.

#### COST

The initial costs are high (a \$50,000 Title III grant), especially in Alaska, but the outcome vastly outweighs the cost of implementation.

#### OUTCOME

An evaluation of the program indicates that all needs are either eliminated or being met. Standardized testing has established definite growth over the norms of the previous school program, and the teacher turnover has been reduced from 90 percent to 20 percent. Teachers were hired who could teach a number of subjects, and a broad range curriculum was established with the aid of self instructional systems. A new school was planned (to begin construction in the summer of 1971) based on education specifications and objectives developed by the staff and the community.

#### FURTHER INFORMATION

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STUDENT EXCHANGE PROGRAM  
HOONAH HIGH SCHOOL  
HOONAH, ALASKA

## NEEDS

Students from small, somewhat isolated communities have little opportunity to experience life in an urban setting. However, after high school graduation, many of these students find themselves in the city without really knowing what to expect. Trying to adjust to the different living pace and cultural values often is too overwhelming, and the individual returns to his community without really learning how to cope with modern America. Likewise, the urbanite has a limited concept of the small community and tends to stereotype individuals from such an environment. There is a definite need for both parties to examine each other in greater depth, especially when different cultures are involved.

## HISTORY OF DEVELOPMENT

Mrs. June Dawson, an American Field Service volunteer, and Mr. Tom Gholson, Principal of Hoonah High School, planned the program in January, 1971, and initiated it three months later in April, utilizing the suggestions of the A.F.S.

## DESCRIPTION OF THE PRACTICE

Since life in the city is a great deal more complex than life in a small community, it was decided that two students from

Juneau (the urban area) would live with a local family who had a child of a similar age. The urban student would attend classes and participate in other activities with his new sibling and be a part of the community. In this manner, the urban student would be able to learn about life in a small community while having someone as a friend to help him interpret what he saw.

At the end of the two-week period, the student from the rural community would go to Juneau to stay with the family of the urban exchange student, thus having a friend to interpret what was seen in the urban setting. Credit for the classes attended was waived since the students changed schedules several times in order to see the entire school in operation.

#### SPECIFIC CONSIDERATIONS

To be certain that a newly-developed program will be successful, it is very important to involve students and families who are interested in learning more about life in different environments. Not only should this be considered, but if cultural lines are to be crossed, everyone involved must be open-minded and willing to take the time necessary to learn and understand. After a few successful exchanges, the more skeptical become interested and want to become involved.

#### COST

The cost of the program is minimal, limited primarily to transportation. Families who participate understand that it is their responsibility to care for their new "child" just as if he

were their own for the two weeks he is in their home. Spending money is the responsibility of the visiting school.

#### OUTCOME

Students in this small community have gone out of their way to make a good impression on the urban students. It is also evident that the social status of a few of the local students has risen as a result of their families offering to participate in the program. It is too early yet to tell if the exchange program will curtail disappointing experiences of the rural individual in the urban setting, but it has proven to be a foolproof introduction to the urban setting, and a confidence builder. For both cultures involved, it has shown that stereotyping people because of their cultural identity is a poor practice. It is also evident that some of the cultural misunderstandings have begun to disappear with these newfound friends.

#### FURTHER INFORMATION

Mr. Tom R. Gholson  
Principal  
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TRIMESTER SYSTEM  
DARRINGTON HIGH SCHOOL  
DARRINGTON, WASHINGTON

## NEEDS

An increase of students from a large junior high graduating class left a staff of twelve full-time teachers and one part-time teacher to face overloads in nearly all of their classes. A tri-semester system was thought to be the solution because it is more feasible to implement a system which would allow teachers to offer more classes at a logical class size, plus add several electives to the straining curriculum, and condition students to a college trimester system.

## HISTORY OF DEVELOPMENT

A major hurdle was the master schedule needed to implement the system. As in most of Snohomish County schools, Darrington is linked with a computer for scheduling and grading. With the new trimester system and the size of the school, data processing was unable to help in developing the master schedule, which necessitated the use of a trial and error method to pinpoint which classes should be scheduled, with what group of students, at what time and for which semester. Scheduling for all freshmen and sophomores was done by hand, allowing the staff to balance these two large classes equally in their required subjects.

A survey was taken, among the teachers, soliciting from each a list of new classes he/she had the knowledge to teach. The list was evaluated to determine which classes would meet the needs of the greatest number of students, and these selected classes were then adopted into the schedule, increasing the total class offerings by twelve classes per year.

#### DESCRIPTION OF THE PRACTICE

Each student takes five classes per day, (with all classes receiving equal credit) and each class runs 65 minutes, enabling attainment of the minimum State requirements of 60 hours per semester. Students have a thirty minute activity period at the end of each day and a thirty-nine minute lunch break. Classes begin at 8:30 a.m. and students are ready to board buses by 3:15 p.m. The first semester is from the first of September to the end of November, the second semester from the first of December to the first week in March and the last semester from March to June. Each semester is approximately twelve weeks. Two daily planning periods per year are allowed the teachers, and they may fall in any two of the three semesters. With the trimester system no midterm grades are given, only semester grades. Near the middle of the trimester, poor work slips are issued.

#### SPECIFIC CONSIDERATIONS

Concerned with the effect that the elimination of study hall would have on students' morale, an agreement was made with the

teachers to include ten or fifteen minutes study time in their 65 minute class periods. Since the time would be supervised, it was felt that it would actually be more productive than a study hall. Teachers at first expressed concern that they might have trouble covering the desired material in the shorter twelve week periods, but it was found that as a result of a 30 minute activity period, a considerable amount of lost class time was restored. Student meetings could be scheduled during the activity period so that actually the teachers were able to give a more comprehensive presentation of their subject.

Additional considerations included: the decrease in student boredom in class due to greater number of shorter classes; the offering of more electives (home economics for boys, organic chemistry, sociology, etc.); greater individual responsibility given to students; faster fulfillment of requirements to allow time for job experience or attendance of college classes; discipline problems that couldn't be routed to a study hall; difficulty in class changes; and difficulty in predicting class size and preference.

#### COST

The cost of the program is difficult to measure because it is primarily involved in donated man hours for planning and program design. Cost to other schools would depend on cooperation of school district personnel, faculty, students and community support.



## OUTCOME

The trimester system allows Darrington High School to offer the student meaningful classes in uncrowded classroom situations, in addition to supplying a variety of classes not before possible, less boredom, and increased participation on the pupils' part. It also allows a smaller school such as Darrington High to compete with offerings in schools which have a more sophisticated curriculum. There are less interruptions, less discipline problems, and less classroom problems. Teachers become more versatile and more flexible, yet this structure allows the teacher to teach that "special class" he always wanted to. The extra electives have added color to the school by providing new and different classes. Students feel more goal-oriented with the shorter semesters and also experience a tremendous sense of accomplishment when they carry "all electives" for a semester.

## FURTHER INFORMATION

Dean Farley  
Darrington School District #330  
Darrington, Washington 98241





ARTS AND CRAFTS  
DIETRICH SCHOOL  
DIETRICH, IDAHO

#### NEEDS

Schools have traditionally taught work skills, but have often left us without the knowledge or ability to amuse ourselves once the work day is over. The aim of this program is to fill a part of this void as well as to stimulate work possibilities for those creatively inclined.

#### HISTORY OF DEVELOPMENT

Due to the absence of a trained industrial arts instructor in the system, it was decided to initiate a program directed by a fifth and sixth grade teacher who makes and sells ceramics professionally. Working from this base, Title I funds were applied for and received to purchase equipment which would allow the exploration of several craft areas. Community interest since that time has provided a donation of additional equipment, and the long range loan of others.

#### DESCRIPTION OF THE PRACTICE

A class in arts and crafts is offered every other day in the high school, and all students in grades five through twelve are allowed to use the facilities and materials before and after school, and during study hall and recess periods. Adults from

the community are also encouraged to use the facilities after school and on weekends. Sufficient equipment and materials have been purchased to allow the school to offer oil painting, ceramics, leathercraft, and woodworking. As interest increases, and more funds become available, other offerings such as rock cutting and polishing, and plastics may be added. A fee is charged for material so that the program will become self-supporting after the initial cost.

#### SPECIFIC CONSIDERATIONS

One teacher cannot teach in all the areas indicated, therefore books dealing with the various subjects have been purchased to allow the student to learn by the self-taught method. Oil painting is an example of this approach, and students who have become involved have turned out work they previously felt incapable of doing. Another problem has been the need for adequate space and equipment.

#### COST

The cost for the implementation of this program was \$3,440.00. In many cases, it could be much less because \$1,000.00 of the above figure was spent on remodeling and rewiring an old dressing room and a storage room for the project.

In the woodworking section, various hand tools and some power tools have been purchased. Most expensive were the wood lathe, table saw and jig saw, some of which were purchased at a discount from the Idaho Surplus Agency.

The most expensive outlay for small items was in ceramics, but the item charge will pay for the replacement of glazes and clay, a kick-wheel and a kiln which cost approximately \$400.00. The students seem to like this phase of the program the best.

#### OUTCOME

The results have been extremely satisfying so far, with both student and adult interest running high. One girl, who before the program had no plans after graduation, has indicated that she wants to develop her chosen craft and make it her life's work. Fifteen adults are doing projects so far, and many others have indicated a desire to do so.

#### FURTHER INFORMATION

Mr. Wayne Perron, Superintendent  
Dietrich High School  
Dietrich, Idaho 83324

AUTUTORIAL-TUTORIAL APPROACH TO BIOLOGY  
FORT BENTON SENIOR HIGH SCHOOL  
FORT BENTON, MONTANA

NEEDS

In 1969, a survey of graduating classes from the previous five years was run to measure the success or failure of the biology program, a mandatory science course in the Fort Benton Senior High School curriculum. Many students under a team teaching program, were repeating the biology program even with the small group instruction, and the former students who had to repeat the program still thought that not enough individual help was being furnished.

HISTORY OF DEVELOPMENT

Mr. Jack Lepley was awarded an institute at Cornell University which was sponsored by the Shell Oil Company in the summer of 1969 under the direction of Dr. Sam Postlethwaite, the originator of the Aututorial-Tutorial Approach to the teaching of biological science at Purdue University. This program consisted of the development of a complete A-T lesson to include study guides, behavioral terms for lessons, script writing, photography, enrichment for each unit, pretest, posttest and oral test for the unit plus student self-attainment charting.

## DESCRIPTION OF THE PRACTICE

During the summer of 1969, 12 programs were developed by the teacher at the institute. Carrels were built out of tables, and cassettes, individual slide viewers and individual filmstrip previewers were purchased and placed in the carrels. The 12 units were started, and during the course of the year 28 units were developed that now encompass the entire biology course under unit study.

Each student must maintain average work in a unit before proceeding to the next unit. A great deal of the testing is done orally by the teacher. As the greater part of a class has finished a unit, it is placed in the resource center for those who have not finished and also for review by students as needed.

## SPECIFIC CONSIDERATIONS

The main consideration is cost, and the cooperation of the district in acquisition of these additional materials. Also, teacher familiarity with the use of the equipment increases student acceptance of the new teaching methods.

Each student charts his progress through the units. The units consist of taped lectures with visuals to go with each tape, plus table experiments and also lab experiments in each unit. These must all be satisfactorily completed before the student moves to another unit.

The school year of 1970-71 has seen a refinement of the units developed and earth science is now going under this program. The



entire science program in junior and senior high school will be placed under this program within the next three years.

#### COST

The cost of materials development makes the beginning cost a bit high. Once the programs for each unit are developed, however, the cost is no more than a real lab oriented situation. For small schools with limited budgets, expensive carrels need not be purchased; either tables or homemade carrels will do the job very well.

#### OUTCOME

Closer contact between instructor and student has been established and students like to be able to review or progress at their own rate. They miss the lecture per se, but it is evident that other science instructors are moving in this direction because students seem to be ultimately unresponsive to this approach.

#### FURTHER INFORMATION

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D. K. Meissner, High School Principal  
John G. Lepley, Science Department  
Fort Benton High School  
Fort Benton, Montana 59442

ENGLISH III NOVEL STUDY  
TILLAMOOK CATHOLIC HIGH SCHOOL  
TILLAMOOK, OREGON

#### NEEDS

The need which motivated this approach to the study of the novel was simply the eternal ennui registered by students when assigned a specific book. A recommended reading list was thought of as "a dull book chosen by adults," and to alter this preconception, the following program was implemented.

#### HISTORY OF DEVELOPMENT

Approximately two weeks prior to the beginning of the study of the novel, the instructor divided the class of nineteen into four groups. The groups were told to select two books, in order of preference, that they wished to study in detail. The alternate book was to be used if the primary choice were unavailable or unacceptable to the teacher.

The two week pre-scheduling was necessary to ensure the arrival of the books (from Portland), and also to allow the students time to privately discuss their preferences and find the book of their choice.

#### DESCRIPTION OF THE PRACTICE

Before the books were handed out to the class, the teacher thoroughly acquainted them with the tasks they were to perform.

The first three weeks were to be spent in reading, analyzing and thoroughly discussing the book. During this period, the instructor took turns rotating from group to group, sometimes asking questions, other times listening to the students debating the author's intentions. A typed list of questions was given to each group as a supplement for discussion. This meant a great deal of work for the teacher since four different books were being studied simultaneously.

The fourth week, each group was to select portions of the book to be dramatized and taped. The taping was a requirement, because it was felt that the students would perform more effectively in a small group, but would freeze in front of an audience. This proved to be true. During the final week of the study, the students were to deliver a 50 minute presentation to the freshmen class. The tape was used to highlight their panel discussion.

#### SPECIFIC CONSIDERATIONS

The time allotted to this program will depend upon the ability of the class, length and complexity of the books, and depth of study. Five weeks was considered ample time for our purposes.

This practice could be employed without the benefit of an audience, however, it was noticed that the students remained highly motivated because of this expectation. Therefore, it is recommended that a viewer of some sort be called in from the outside if another class is not available.

It would not be advisable for a beginner in the teaching field to implement this practice. Unless it is well thought out and administered, this program could become a hindrance rather than an aid to student learning.

#### COST

The paperback books cost approximately \$1.25 per student.

#### OUTCOME

The practice was a complete success. After the presentation, the freshmen asked if they could also do a novel study, and the dramatizations on tape were highly popular. The books used were in immediate demand, and included: The Catcher in the Rye, The Great Gatsby, Animal Farm and Spoon River Anthology. Although the latter is not a novel, it was accepted for the study because of its appeal to the group and because of its own inherent greatness.

#### FURTHER INFORMATION

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Sister Mary Peter, Teacher  
Tillamook Catholic High School  
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Tillamook, Oregon 97141  
Phone 842-6122

ENVIRONMENTAL SCIENCE PROGRAM  
KAHLOTUS HIGH SCHOOL DISTRICT NO. 56  
KAHLOTUS, WASHINGTON

#### NEEDS

The needs include those of all young people who are daily assaulted with sensationalized demands by the media to save the ecology, by their frustration at seeing ecological destruction close-up, and by their having little or no power to do anything about this problem. Also, the exposure of students to the vocabulary of ecology, and their involvement in local environmental improvement projects like landscaping of the school and the building of a safe incinerator, will serve to familiarize them with constructive alternatives.

#### HISTORY OF DEVELOPMENT

The district administrator, science teacher and other members of the teaching team met on several occasions to design course context. There were no textbooks available, so the entire course was a direct response to students' needs.

The main thrust of the program was to study ecological problems in a microcosmic manner. Students and teachers were to analyze the conflicting needs of people or organizations in relation to immediate surroundings, and devise solutions.

#### DESCRIPTION OF THE PRACTICE

Various student activities made up the bulk of the program effort, and included: daily one hour discussion/lecture sessions on environment with one or more members of the team; a community clean-up day; a student inventory of trash and pieces of junk recovered from the roadside within 1.5 miles of the city; submission of school environmental improvement plans by students to the board of education (most were approved); "white" papers written on such topics as pesticides, germicides, etc.; and student participation in man-on-the-street interviews to assess the local community's interest in ecology.

#### SPECIFIC CONSIDERATIONS

The major considerations for this project included: advance lesson plans with flexibility to allow for changes in student priorities; arrangements for introductions of outside environmental experts (college, business specialists); scheduling of class for maximum student exposure as an elective and brief description of the course to be given to students before registration. The personal biases of the program implementors were set aside in the development of the program as much as possible.

#### COST

The cost of this program was negligible because of the student activity nature of its efforts. Further, the use of local resources as an environmental workshop entailed no outside expenditures.

#### OUTCOME

The excitement of the students is evidenced by the numerous projects undertaken by them, and by their growing acquaintance with the causes of environmental destruction rather than the effects. One example of an environmental conflict dealt with by the students in the program, was that of free flow of traffic around the school, versus children's safety. This placed school personnel in direct conflict with city management personnel and drivers. The resolution that was decided upon was the blockading of the streets around the school during school hours.

#### FURTHER INFORMATION

Mr. James P. Whitt  
Superintendent of Schools  
Kahlotus High School #56  
Kahlotus, Washington 99335

INDEPENDENT SENIOR STUDY  
SACRED HEART ACADEMY  
SALEM, OREGON

### NEEDS

Many seniors consider their high school work completed at the end of their seventh semester and tend to restlessly "wait out" the remaining months until graduation. Sacred Heart Academy's class of '71, anticipating this feeling, asked if they could work with the faculty to develop a stimulating eighth semester, one which would meet their individual needs for college preparation or vocational training, and at the same time free them to pursue these needs within the framework of the larger community.

### HISTORY OF DEVELOPMENT

In late December, interested students and faculty members met to discuss the possible forms this project could take, and decided that each student who wished to pursue independent senior study could work out a detailed plan, enumerate goals and means to reach these goals, and include required subjects in their curriculum in as creative a way as possible. This proposal was submitted for approval to faculty members who were given the final responsibility for individual students, and made sure student programs fulfilled the necessary requirements.



#### DESCRIPTION OF THE PRACTICE

Most students developed two nine week programs combining electives and requirements in exciting ways. Second year Chemistry students, for example, did extensive study on pollution, fulfilling lab requirements in Chemistry while at the same time earning American Problems credits by studying its effects on the physical environment and people in the community; and English credit by writing the study in term paper style. Another student, eager to pursue a teaching career, arranged her schedule to allow her a full day's experience at a local grade school.

With parental permission, the students were granted open campus privileges which gave them the opportunity to leave campus as their pursuits demanded. This gave several girls the chance to study government in action for nine weeks at the Oregon State Legislature. Others served as jury members in Willamette University's mock trials.

A large percentage of students chose further study in the fine arts of music, dance and art. Time for concentrated work in these areas gave some the confidence and extra help they needed to present excellent senior shows, gain college scholarships, and start out enthusiastically for more intensive study.

Student progress is evaluated weekly in independent subjects both by written evaluation and through conferences with area advisors. Written evaluation includes objectives for the week's study, materials to be used and questions raised. These reports are kept on file for an overall evaluation of the project.

The grading style at SHA is such that any student may elect a pass-fail in one class of her choice. Some independent project seniors asked to receive a pass-fail in all their classes. This request was granted with the reservation that each student discuss the feasibility of pass-fail with their individual teachers.

#### SPECIFIC CONSIDERATIONS

Before projected plans could be finalized, parents were consulted and informed of the operation and anticipated outcome of the project as well as the responsibilities of those involved. Parental signature was required if a student's plan was to be considered.

In order to initiate this project smoothly, it would be necessary to have students at ease in planning and successfully following through independently. Teachers must also feel at ease in directing students' activities while at the same time taking the direction from the students. Scheduling must be such that teachers are available to give individual attention.

#### COST

This project involves no expenditures.

#### OUTCOME

Student restlessness is channeled into enthusiastic learning in the areas of strongest interest, and needed requirements are creatively absorbed. Student directed planning and decision making prepares them for their college bound or job oriented future and pressure on grades and the demands of a burdensome schedule are eased.

Obvious excitement about the project has led underclassmen to inquire concerning the possibility of their pursuing this kind of education before their senior year. Parents also speak highly of the project as they visit the school, observing the study in action informally and on the stage.

#### FURTHER INFORMATION

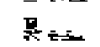
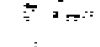
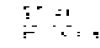
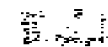
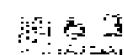
Sister Eileen Brown, Principal  
Sacred Heart Academy  
3750 Lancaster Drive NE  
Salem, Oregon 97303

RESOURCE ROOM  
COLUMBIA SCHOOL  
HUNTERS, WASHINGTON

#### NEEDS

A variety of student needs at the Hunters School have been identified by a number of agencies: a psychologist identified 12 children as retarded, a Title I education specialist identified 15 educationally deprived children, and ten children were identified by the social worker as having severe social problems. Since the Indian enrollment of this school is high, additional funds were available. It was felt by all concerned that a way should be found to focus the efforts of all agencies on the problems of these children instead of working independently and often overlapping services.

The theoretical base agreed upon for solving the problem was to design an operation whereby individual teachers would make only one referral on behalf of a student displaying any type of learning disability. One classroom was designated to house all staff working on behalf of these students, and was given the distinct title of the Resource Room. Teachers wishing assistance with individual students displaying learning disabilities made a referral on that child's behalf to the Resource Room. Once an individual student was referred to the Resource Room, the team-approach concept became operative primarily through the efforts of the county education specialist and a social worker.



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

## HISTORY OF DEVELOPMENT

The early stages of program development at Hunters was totally dependent upon the support of the school superintendent. The superintendent agreed to: (a) designate one classroom for the purpose of working on behalf of children with learning disabilities, (b) house non-certified personnel within that room for the duration of their working hours per day, five days per week, (c) utilize county itinerant personnel cooperatively through the team-approach concept and (d) authorize any teacher to make a referral to the Resource Room on behalf of any individual child about whom they were concerned.

The objective of the program was to increase a student's level of performance in the classroom from which he was being referred. To achieve this objective an individual plan was made for each child referred to the room. This plan might or might not be related to classroom subject matter. The strengths and weaknesses of each individual child were assessed both with respect to academic and social skills. Behavioral objectives were set and progress measured weekly.

Since county itinerant personnel were available only one day a week it was necessary to designate a local certified teacher to be responsible for directing the four non-certified personnel on a continuous basis. This teacher assumed the responsibility of providing direction to the Resource Room personnel as needed, with no additional salary.

## DESCRIPTION OF THE PRACTICE

The fundamental principal under which the Resource Room operates is that a child needs to feel that he belongs before there is acceptable academic or social performance. An individual student's needs are assessed by a team composed of the county educational specialist and a social worker. This assessment includes testing and individual conferences with the student; while individualized programs and behavioral objectives are outlined for students on a weekly basis. Such programs are designed to minimize academic and social areas of frustration with tasks set at minimal increments of difficulty, thereby facilitating success in the activities of the Resource Room. A high degree of generalization takes place from the success and sense of belonging in the Resource Room to the child's regular classroom with a general overall increase in the level of academic and social performance. Non-certified personnel were scheduled on a weekly basis to work with specific children on specific tasks. Because these people were not professionally trained, their tasks were set in detail.

## SPECIFIC CONSIDERATIONS

Some of the specific concerns of the project included: initial negative reaction by teachers which waned after the trial period, lack of success in treating referrals from senior high school teachers because of resentment by older students to the Resource Room, need for emphasis on students who exhibit particularly negative attitudes toward themselves and academic

tasks, a special P. E. class for physically handicapped students, the investigation of excessive numbers of referrals from one teacher, and the flow of information, staff to teachers, which was best accomplished on a person-to-person basis.

#### COST

The cost of the program depends on the availability of space; a classroom must be available full time. Equipment such as tape recorders, film projectors, games, and innovative materials also must be available. Teacher aides should be selected for their ability to relate to under-achieving children, to implement instructions and to work with staff members.

#### OUTCOME

In the academic area, students will be pre- and posttested to determine the degree of progress. When they have reached their grade levels in achievement, they are returned to the regular classroom. Social behavior is difficult to measure objectively and is evaluated by observation of improved behavior and by teacher opinion of attitudes changed for the better.

#### FURTHER INFORMATION

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SIMULATED ARCHEOLOGICAL EXCAVATION  
RUDYARD HIGH SCHOOL  
RUDYARD, MONTANA

## NEEDS

The staff of Rudyard High School felt that some disciplines within the general social studies field had been neglected. The lack of student interest and low grades in this area indicated a definite need to motivate students in social studies. Because of its concrete nature, archeology was chosen as the specific field of study, and the technique used would be that of exposing the students to a simulated archeological dig and having them identify the hypothetical culture represented by the "remains."

## HISTORY OF DEVELOPMENT

The philosophy behind the simulated archeological dig is based upon Jerome Bruner's thesis that in order for a student to learn and understand a discipline, his best approach is to actually function as a practitioner of that discipline. Simulated archeological excavation meets that need while simultaneously creating and maintaining a high level of motivation.

The excavation site and the establishment of the imaginary culture was defined by a committee of faculty members made up of a science teacher, a social studies teacher and an administrator. Artifacts were placed in the pit, and the students were left to excavate and make their own conclusions.

## DESCRIPTION OF THE PRACTICE

As much realism as possible is incorporated while preparing the project, i.e., use of the scientific Law of Superposition, broken pottery instead of whole pieces, actual stone tools, etc., instead of simulated artifacts. Examples of artifacts include the following: pottery with function and design used as clues; stone, bone, wood and metal tools; food remains; weapons; camp fire sites; and religious equipment and offerings.

Teams of students, after technique study, are instructed to excavate the "dig" with the goal of describing the culture on the basis of the discovered artifacts. Each team is limited to four or five students in the interest of practicality. When two or more teams are involved, each with its own pit, competition can become an additional motivating factor.

## SPECIFIC CONSIDERATIONS

The main problem seems to be securing realistic artifacts. However, most can be manufactured within the school. Examples are: metal tools and weapons made in the school shop, bone and stone tools made by a local Boy Scout troop, pottery made in ceramics class and food remains (bones, seeds, etc.) provided by the school kitchen.

An essential consideration is the correlation between the artifacts and the hypothetical culture. If the goal is to minutely reconstruct a particular culture, care must be taken to provide adequate and detailed clues. A variation is to prepare a random selection of artifacts and let each team use their

imagination in the implications. Probably an overall goal is one of having the teams draw as many and as detailed inferences as possible from each artifact.

#### COST

Cost factors are very low with this practice. The major expense of a new project would probably be the original digging of the pit prior to artifact implantation. It may be possible to have this service donated by a civic-minded contractor in the community.

All equipment or artifacts can usually be manufactured by the school at little cost. Even the total land area needed is minimal, e.g., a 25 square foot plot is ample for each excavation.

Any social studies teacher with a background in sociology, history, archeology or related subjects could probably organize a project. If extra expertise should be needed, an area college or university might provide consultation services.

#### OUTCOME

Although Rudyard's goals have been primarily at the level of the affective domain, cognitive results could easily be measured. The school's goals have been reached through the evidence of many students desiring to conduct actual field excursions in the nearby area. Student interest has expanded to the area of paleontology, and a spring excavation of a suspected dinosaur site is now in the early stages. The site was discovered and identified by students. Many students, even those not directly involved in

the simulation, have brought actual artifacts and fossils to school for identification. The final evaluation at Rudyard is that the simulation is of significant value educationally and well worth continuing.

#### FURTHER INFORMATION

Russel Armstrong  
Robert Makela  
Charles Harman  
Rudyard High School  
Rudyard, Montana 59540

STAGE BAND  
BUTTE FALLS HIGH SCHOOL  
BUTTE FALLS, OREGON

## NEEDS

As in most schools, there are in Butte Falls High a few students who show better than average talent and interest in music. It is imperative that such students be given every opportunity to use their abilities to the fullest advantage. In a high percentage of small schools, the regular band class does not satisfy the needs of such students.

The reasons for this are varied, but center primarily around the lack of interest in the high school to develop a reasonably balanced band and thus the necessity of using junior high, and in some instances grade school students to achieve this balance. The use of these younger students necessitates the use of easier music, and limits the progress of the more advanced students.

The stage band alleviates this problem by (1) enabling the director to continually offer challenging music, (2) giving the younger students something to work toward in addition to the regular band, and (3) filling the need of young people to play their kind of music.

## DEVELOPMENT OF THE PROGRAM

The first stage band performed at the annual Butte Falls Spring Concert in May, 1966. It was an exciting experience for the

students because they had never participated in such a group and although the desired numbers for a well balanced band hadn't been achieved, the drive to perform existed in abundance.

The band progressed steadily and in the Spring of 1968 it entered the Reno Stage Band Festival in competition with bands from all over the Northwest. It was one of six out of sixty bands that were recognized by the judges with special commendation. Both the director and the students were praised for what had been accomplished in a high school of only 50 students. The band consisted of five saxes, seven brass and four rhythm. This has been the average number in the band since that time.

#### DESCRIPTION OF THE PRACTICE

The band meets once or twice each week during the regular band period. The students who are not in stage band are permitted to go to study hall or study in the band room. This is workable at Butte Falls because of small classes. Some scheduling problems arise at times but these are solved by a sympathetic administration.

At times, the band practices after school, but because most of the boys are involved in the athletic program these practices are held only on rare occasions. Many of the larger schools have found it worthwhile to set up a regular stage band period in addition to the concert band but this would be almost impossible in a school the size of Butte Falls High School.

#### SPECIFIC CONSIDERATIONS

One of the most important aspects in the development of a successful stage band in a small school is the proper selection

of methods and music. Much music has been written over the past ten years for all levels of accomplishment. The music of present day composers (rock) should be used along with arrangements of "standards."

Problems other than scheduling can be worked out easily if the director has a background of study or participation in stage bands or dance bands. If a director hasn't had such a background, there are many good books which will help him to develop a good band.

#### COST

The only item the school might need to purchase, in addition to music, would be a trap set. Such sets can be purchased by schools at a reasonable price and should consist of at least a bass drum, "sock" cymbal and a snare drum. Other items such as tom-toms, extra cymbals, etc. can be added as the band gains proficiency. The teacher needs (in addition to a lot of drive and patience) the support of the administration.

#### OUTCOME

One of the most significant factors in the establishment of any music program is the drop-out rate. Many schools lose 10, 20, 30 percent or more of their students each year by this route. This is a tremendous waste, particularly in a small school, where each student is so necessary for the proper growth of the program.

In the past six years, only three students have dropped out of our music program. One of the three still plays with the

stage band and practices at home. Not one student that has been qualified to play in the stage band has ever quit, with the exception of the previously mentioned boy who needed to work during this period of the day to help the family finances.

The Butte Falls High Concert Band has been aided as a result of the stage band because the students are much better "readers." The average size for this band for the past five years has been 30 students.

It has been the director's experience after 25 years in the profession, that any school that has a stage band program has a better than average music program, which in a small school can make the difference between an on-going program and one that is dying out.

#### FURTHER INFORMATION

Dee Harris  
Butte Falls High School  
Butte Falls, Oregon 97522



UNITED STATES HISTORY SEMINAR  
TILLAMOOK CATHOLIC HIGH SCHOOL  
TILLAMOOK, OREGON

## NEEDS

United States history has traditionally been taught in the junior year, with the subject matter spanning a period from the Renaissance to modern times. Because of the enormous amount of material involved, students frequently complained that they never had a chance to study and explore happenings of the twentieth century. It was with this in mind that a nine week seminar was introduced in Tillamook Catholic High School.

## HISTORY OF DEVELOPMENT

Initially, the seminar was meant to include everyone in the class, which consisted of twenty students. However, it was discovered that the new plan was not suited to a large number of students because they had never developed sufficient study habits to carry them through the project. Therefore, only seven were chosen (by the students and the instructor) to continue the program. Most of these students were exceptionally gifted, but not all. One boy, an average student, begged to be on the project, and his perseverance and enthusiasm was astonishing. The bulk of the class followed a traditional course of studies.

## DESCRIPTION OF PRACTICE

First, a definite time was established for a weekly conference with each student in which attendance was mandatory. If more time was needed by the student, an additional period was arranged. A folder bearing the student's name, time and day of conference (e.g., Joe Smith - 1:00 - 1:15 Tuesday) was kept on the teacher's desk. In this way, the instructor was able to make notations concerning the progress of each student from week to week. During these conferences, the students were urged to voice any problems or anxieties which may have arisen.

At the first conference, the student was required to give a description of his projected study, for example: The Truman-MacArthur Controversy, The Yalta Conference, Prohibition, etc. He was also to give a detailed account of his reading material--titles, authors, etc.--and of tentative plans for further research. As the seminar progressed the student developed his thesis in preparation for a research paper and oral interpretation. On the first day of the seminar, a sheet of paper with seven dates on it was distributed to the class. Each student was to select one of these dates for his oral interpretation which was to last for 30 minutes followed by a 20 minute question and answer period. The student was to be graded on both his interpretation and his research paper.

## SPECIFIC CONSIDERATIONS

Scheduling the conferences could be a problem for certain schools, as could availability of research materials which was partially solved by sending away for most resources.

#### COST

None, except for postage stamps.

#### OUTCOME

The students (both experimental and traditional courses of study) developed independent study abilities and became familiar with the use of resource materials, learned how to complete a research project on a topic specific enough for treatment, gained experience speaking before a group and an additional insight into the teaching role, as well as preparing them for the more rigid requirements of college work.

#### FURTHER INFORMATION

Rev. Cosmas White, Principal  
Sister Mary Peter, Teacher  
Tillamook Catholic High School  
2405 Fifth Street  
Tillamook, Oregon 97141  
Phone 842-6122





DIVERSIFIED OCCUPATIONS PROGRAM  
KAHLOTUS SCHOOL DISTRICT NO. 56  
KAHLOTUS, WASHINGTON

## NEEDS

Since the economy of Washington State is in a depressed condition in this area, many people are unemployed and it is difficult for parents to earn the money necessary for their children's higher educational training; therefore, these students need a vocational program to enable them to earn while they learn. These students need additional training to find a place in the labor market, and even though a large percentage of them are not interested in college preparatory training, they want to be able to either enter the world of work or attend a vocational-technical school of higher learning.

## HISTORY OF DEVELOPMENT

In recognition of the lack of diversified vocational education alternatives, the local vocational director attended an informational workshop to learn the legal aspects involved in developing a new program. An advisory committee was appointed, and a survey of employers in the area was taken to provide an analysis of the occupations available. Students were instructed in the value of working for a living, filling out application forms, interviewing for a job, work habits and requirements of a particular job, proper interaction between employer and employee, organization of

local business and industry, career opportunities that could be available in the specific occupation, current developments in the occupations within the local area, state and the United States, labor, industry and tax laws, individual occupational competencies and capabilities, credit and budgeting, and respect for job, employer and oneself.

#### DESCRIPTION OF THE PRACTICE

The curriculum for the program is flexible to meet the needs, desires and interests of students. A regular classroom is the basic facility used for most of the related vocational instruction. Students meet for one class period per day, (this can be more flexible), and they are excused two periods per day for on-the-job training -- ten hours per week. Some of this classroom time is used for fact finding tours, the showing of films relating to businesses and industries and instruction by guest instructors who are experts in their field, e.g., insurance, fertilizer, medicine, farming, etc.

On-the-job instruction is given by the employers as it relates to the specific skill of the job involved. Employers give the student a variation of experiences in the business or industry so that the student learns all the opportunities of this specific job.

The classroom instruction coincides as much as possible, with the on-the-job training, to give the student relevancy in his training. Part of the classroom instruction is adaptable for any job and the specifics of the training are given where possible. The classroom instruction lasts for the regular school term and

the on-the-job training for the same period, with the future hope that students may be employed during the summer.

Each student in the Diversified Occupations Program is provided on-the-job work in the occupation of his choice, if available. The jobs are in the area of the local district where the students can drive or walk to work. Careful supervision is provided for each student on the job and there is a good working relationship between the employer and the school personnel regarding each student's training program. Vocational education personnel are also responsible for the selection of supervisors, who are allotted enough time for correct and adequate supervision.

The class enrollment is limited to students who are sixteen years old, or older, and for adequate supervision there should not be more than twenty or twenty-five in the class. The ideal class size is an enrollment of fifteen to twenty students.

Students receive regular credit each year for participation in the program. Grades are at the discretion of the instructor, i.e., the student can be given a pass-fail grade or a letter grade, but the pass-fail system of grading has been found to be the most effective. Students receive a wage for on-the-job training which meets the local and state requirements and is paid by the employer.

#### SPECIFIC CONSIDERATIONS

Community and board of education support is essential, and the use of an advisory committee has proved very effective in this program. Careful consideration should be given to the



purpose of the program--helping the student to become aware of the full implication and requirements of the "world of work."

#### COST

In addition to the instructor's salary, the program costs involved travel expenses, some field trip expenses and extra time involved for the supervisor in his work on Saturdays.

#### OUTCOME

Follow-up studies of the students are to be made each year, including a record of the occupations for those completing the program. The effect of the program cannot be completely evaluated since the first class of students will not be completing the program until June, 1971. There is, however, a noticeable increase awareness and respect for occupations by those students employed in the program, and they apply their knowledge of obtaining a job to secure summer employment.

#### FURTHER INFORMATION

Mrs. Marie Blasingame Snyder  
Vocational Director  
Kahlotus High School #56  
Box 68  
Kahlotus, Washington 99335

THE FOURTH ESTATE: A HIGH SCHOOL BUSINESS  
STEVENSVILLE HIGH SCHOOL  
STEVENSVILLE, MONTANA

### NEEDS

In a small town, there are few occupational experiences open to high school students, so it increasingly becomes the task of the school to create situations that expose students to some world of work situations. The vocational business class afforded a unique opportunity because the class members were competent in clerical, typing, journalism and related business skills. This, coupled with the flexibility of a local, self-supporting newspaper, set the stage for a business in jobbing, i.e., the solicitation of paid advertising for the weekly paper, which eventually expanded into other typing and related business tasks to be performed by the business.

### HISTORY OF DEVELOPMENT

The original program involved the journalism class only, but as the jobbing services expanded, the typing and clerical practice classes also became involved. The elementary typing class became the steno pool for easy copy, and the advanced class took the more difficult work. Bidding, communications and record keeping all became part of the work done by the clerical practice class. The journalism class had the responsibility for news writing, salesmanship, advertising, printing and circulation.

## DESCRIPTION OF THE PRACTICE

The "Fourth Estate" is run like a business, students are expected to use business methods entirely. They are interviewed for their positions, a personnel file is kept and if their work is unsatisfactory they are fired. Cooperation to get the job done, rather than individual competition is stressed, as is exposure of all students to as many different office tasks as possible.

The physical plant consists of one room for six classes (five vocational) with 16 electric typewriters. The room is divided into five offices, and each office has a telephone, a 10-key adding machine and a transcription machine. The production department consists of two long tables, a mimeograph machine, a fluid duplicator, Thermcfax, IBM large type typewriter, and two mimeoscopes.

Besides putting out the weekly newspaper and the outside jobs, the "Fourth Estate" staff practices office work through simulation. The monetary gains for sales are used to pay for equipment and salaries. The students are graded by the instructor, and by their supervisors (fellow students).

## SPECIFIC CONSIDERATIONS

The greatest problem at the outset is getting the students to realize the necessity for accuracy and deadlines, in addition to good planning. Also, the establishment of a good filing system, and an emphasis on documentation of all business transactions is

important. An inter-office phone system and control of the workload would also have been helpful at first.

#### COST

The initial investment in equipment is quite high, but because this is a business, the program eventually pays for itself. The profits made this year after paying off all equipment expenses and the establishment of a \$200.00 starting budget for next year, will be prorated among the employees according to the income as reported on their W-2 forms.

#### OUTCOME

At first, grades were given on the basis of performance in the organization, but increases in number of students and divergency of tasks, proved this to be too unwieldy. The final evaluation decided upon was individual student descriptions of their own work (daily job reports) and student supervisor evaluations. The students involved in the "Fourth Estate" became extremely involved, and the interest of the community increased as a result of student solicitation for advertising.

#### FURTHER INFORMATION

The Fourth Estate  
Stevensville High School  
Stevensville, Montana 59870

GUIDING AND PACKING PROGRAM  
HAMILTON HIGH SCHOOL  
HAMILTON, MONTANA

### NEEDS

There is a need in the Bitterroot valley for packers and guides to meet the growing interest in making trips into the wilderness area that borders on the Bitterroot.

### HISTORY OF DEVELOPMENT

The principal of the high school conceived the idea of a packers and guides course and a coordinator for the program was employed. The principal and the coordinator then met with representatives of the Fish and Game, USFS, back packers, animal packers and guides, doctors, taxidermists, retired people, etc.; to determine local needs and direction.

### DESCRIPTION OF THE PRACTICE

The curriculum was designed on the basis of what people who are engaged in the practice of packing and guiding felt were desirable behaviors in order to be successful at this avocation. The mini courses offered were first aid survival, woodsmanship, map reading, use of compass, back packing techniques, animal packing techniques, flora and fauna of Bitterroot area, camp setup and outdoor cooking.

Students attended classes during the evening for 1½ hours per week with some of the classes being held on Saturday. One

credit as an elective course is given each student, and the course terminates with a seven day pack trip during which time the participants will be able to employ their new skills.

#### SPECIFIC CONSIDERATIONS

Community support is essential and the use of an advisory committee proved effective in this area.

#### COST

The cost of this program was entirely financed by an experimental vocational project. The budget breakdown is instruction \$4,800, consultant instruction \$4,800, consultant services \$2,700, current costs including rental of arena \$468 and instructional equipment \$300.

#### OUTCOME

The program is being evaluated on the basis of six objectives:

1. Work with minimum supervision with a packer at the tasks of this vocation.
2. Qualify for a guide's license in the state of Montana.
3. Be present at each session or notify someone in charge, in advance.
4. Secure employment during the summer months in this line of work.
5. On the job suggestions as to how the program could be better presented.

#### FURTHER INFORMATION

J. Henry Badt  
Bud Richard  
Hamilton High School  
Hamilton, Montana 59840

INSTITUTIONAL COOKING PROGRAM  
TRI-VALLEY HIGH SCHOOL  
HEALY, ALASKA

#### NEEDS

Tri-Valley High School needed some type of home economics program, but the only cooking facilities are in the school lunchroom, which is too small and too busy for a regular home economics class. Cooks and helpers are needed for camps, boarding homes and other institutions in Alaska, and students in rural areas that can't attend college need a vocation to fall back on. This program was designed to provide them with the needed experience and a job source upon graduation.

#### HISTORY OF DEVELOPMENT

Individual training in buying, cooking, serving and cleanup, were developed to provide each student with the ability to walk into a kitchen and make it function.

#### DESCRIPTION OF THE PRACTICE

Students are taught by actually being given the responsibility of making out menus, cooking meals and serving them. They learn about Hobart mixers, institutional size stoves, slicers, consumer buying, waiter and waitress training and table decorating. Provisions are also made for training in domestic cooking and household management. The instruction takes place during actual

preparation and serving of the lunches with the students learning as they work.

#### SPECIFIC CONSIDERATIONS

Agreeable cooks and ample facilities to handle the interested students are necessities. Flexible scheduling is needed to insure that the release of students is not a problem.

#### COST

If you have a cafeteria and cook, there will be no added expense.

#### OUTCOME

This is the first year of the program and enthusiasm from students involved is high. At this time the program involves only two students, with the hope that it be expanded to six next year.

#### FURTHER INFORMATION

Gennell Cox (Mrs.)  
Mr. Gerald Pollock  
Mr. James W. Clymer  
Box 60  
Healy, Alaska 99743



MANUFACTURING TECHNOLOGY  
MCKENZIE HIGH SCHOOL  
FINN ROCK, OREGON

#### NEEDS

The McKenzie School District is a district 40 miles long that is void of manufacturing, consequently, few experiences are available to students in fields other than logging. This program was designed to provide a real experience in manufacturing and business, including clerical, managerial, sales and production experiences.

#### HISTORY OF DEVELOPMENT

During the 1968-69 school year, a boy finished a shop project and remarked it was good enough to sell. This idea was discussed, with the eventual outcome that the class decided to form a cooperative manufacturing group. The 1969-70 year was the first year of operation for the "McKenzie Co-op" (periods six and seven). The school year 1970-71 has seen the addition of the "Blue River Co-op" (periods four and five).

#### DESCRIPTION OF THE PRACTICE

Each class, a two period block, has organized a co-op and elected officers. The group then contacts local people and businesses and ascertains products needed. The development of a prototype follows, and then ideas and costs are evaluated, a bid submitted, sold and production started. Competition with local

industry is discouraged because the purpose of the program is to provide skills for jobs not readily available in the local area. The class time is scheduled in a block of two, fifty minute periods. The first 20 minutes is spent in formal group instructions and the remainder is spent on projects. The school is currently in the process of packaging instruction of basic skills to make certain all students complete the total skills training program.

The clerical work and production control is done by a student clerical staff. The program operated one year without an office staff and would recommend that new programs include them from the outset.

#### SPECIFIC CONSIDERATIONS

This program is generally adaptable to the equipment of a general shop. However, the McKenzie High School program centers around sheet metal although wood and iron projects are common. Specifically, the program has experienced the following changes which require consideration:

1. The shop will become quite power machinery oriented if production realism is built into the program.
2. Some of the equipment has become larger and of a heavier nature than in a general shop.
3. The philosophy of production and quality control is built in when the finished product determines the next sale. Survival is dependent on happy customers.
4. The instructor must have a good understanding of industry if this program is to succeed. It is recommended that a trained practicing craftsman from industry be employed as the instructor.

## COST

This program is very inexpensive to operate. The materials are purchased by the co-op, leaving only equipment and instructors' salary as expenses. The schools will find that many items can be purchased from the co-op at a greatly reduced price, e.g., A. V. carts, adjustable library shelving, portable stage, bleachers, drafting benches, etc. Most supply houses offer 30 day returns which means that projects must be built, delivered, and paid for within the 30 day period in order to receive maximum profit.

## OUTCOME

Profit is a great motivator--the students are eager to keep in production. They begin to see work from the viewpoint of the employer as well as the employee. This understanding of business is reflected in the work habits and attitudes of the co-op members. Nearly 80 percent of the graduates of this program are continuing in trades at the community college level.

## FURTHER INFORMATION

Eldon L. Blanford, Principal  
Roger R. Crist, Manufacturing Technology Instructor  
McKenzie High School  
Finn Rock, Oregon 97401

MULTI-OCCUPATIONS COOPERATIVE EDUCATION PROGRAM  
PARMA HIGH SCHOOL  
PARMA, IDAHO

### NEEDS

At Parma High School, numerous requests were made by students for classes in auto mechanics, wood shop, carpentry, sheet metal shop, auto body repair, etc. Neither the facilities nor the money were available to act on these requests, and it appeared that the only way training in any of these areas could be provided, was to arrange for interested students to work under a cooperating employer/trainer in a real work situation. This solution would also give college and non-college bound students the opportunity to be exposed to various occupations before embarking on a career.

### HISTORY OF DEVELOPMENT

The Vocational Education Department of the State Department of Education was contacted, and they suggested that Parma High School use its community and nearby communities as a laboratory training area for on-the-job training. The superintendent, the high school principal and the counselor worked with the Vocational Education Department to construct program guidelines. A teacher-coordinator was hired and a local advisory committee of community representatives was organized to help determine the content of the program, locate jobs for the students and give general advice.

## DESCRIPTION OF THE PRACTICE

Students are surveyed in the middle of their junior year. The teacher-coordinator interviews each prospective student with the counselor to identify abilities and interest areas, then the parents of each student are contacted, fully informed of the program and asked to sign a permission paper. The teacher-coordinator, with help from the advisory committee, locates jobs for the students. When school starts in the fall, the students attend required classes in the morning. After lunch, they attend a class on work related subjects for one period and then go to their place of employment for on-the-job training. The teacher-coordinator checks with each employer every week or two to identify any existing problems and to work with the employer to strengthen the abilities and skills of the student.

## SPECIFIC CONSIDERATIONS

A special effort is made to assure that the parents and the students fully understand the mechanics and the intent of the program. Some parents think that their child should earn more money during the training period. Both the parents and the students must understand their responsibilities for transportation to and from the job and their responsibilities to the employer. Students cannot quit or change jobs without consent from the teacher-coordinator, and they must contact the employer and the teacher-coordinator when they cannot attend work.

## COST

The salary of the teacher-coordinator is the primary cost, but it was partially defrayed in this program because the State Vocational Education Department paid part of the salary. Teaching aids and supplies are useful as in any classroom, but not a must, and employers have been helpful in supplying classroom aids.

## OUTCOME

Several noticeable advantages have developed out of the program, such as experience for further employment and summer employment, a desire for additional training, attitude changes, ability to meet the public and the development of confidence in the students. Several students have remained on their jobs and gained promotions, and others were prevented from dropping out of school. Once the students were doing something in which they were interested, classes became more meaningful.

## FURTHER INFORMATION

Ralph Bennett  
Parma High School  
Parma, Idaho 83660

OCCUPATIONAL EXPLORATION  
BAKER COUNTY SCHOOL DISTRICT 30-J  
UNITY, OREGON

### NEEDS

The confines of a small high school are sometimes its main advantage in that it is possible to follow more closely the progress of individual students. A questionnaire survey of previous graduates from the district high schools indicated that between 35 and 40 percent had enrolled in college, yet more than half of the students were not in college or any other educational setting. These students indicated a strong desire for some type of vocational education when they were in high school.

### HISTORY OF DEVELOPMENT

With the cooperation of the Oregon Small Schools Program, the District's board members and administrative staff visited several schools to view their vocational programs. This resulted in the choice of a model, and a resulting proposal which was submitted to the State for funding. Mr. Leonard Kunzman, from the Oregon State Board of Education, supported the proposal and \$2,000 was received for the project.

### DESCRIPTION OF THE PRACTICE

The program operates on a contract basis with Treasure Valley Community College and two participating high schools. It will be

conducted in the local school district using T.V.C.C. staff members and aides from the District. The units will be open to all students, and will be nine weeks in length, two per nine weeks, or eight units in each school per year. Instructors spend one-half day per week in each school, lecturing, demonstrating and helping students. A second half-day each week is spent under the supervision of an aide. The subjects include: small engines, building skills, personal development, commercial art, etc. Students are exposed to as many areas as possible.

#### SPECIFIC CONSIDERATIONS

The primary need is in the area of pre-planning and scheduling, and a few students had to miss classes that couldn't be made up as a result of participation in the program. An alternative is also necessary to give those students who do not wish to participate a place to go during program class hours. Also, teachers were reluctant to introduce new materials, and students would sometimes back out of subject areas in which they had previously expressed interest.

#### COST

The cost of the program was covered by the \$2,000 grant from the Oregon Small Schools Program.

#### OUTCOME

The evaluation of this program, not yet completed, will be conducted through the use of a checklist of experiences and responses for each unit. In Phase II next year, students will be



pre-scheduled, and more vocational clusters will be offered to allow maximum choice.

**FURTHER INFORMATION**

Robert G. Savage  
Baker County School District 30-J  
Box 8  
Unity, Oregon 97884

PRE-VOCATIONAL JOB TRAINING  
DARRINGTON HIGH SCHOOL  
DARRINGTON, WASHINGTON

### NEEDS

The discovery that there was a high incidence of students failing to meet more than half of the required curriculum in the high school program indicated the need for classes to directly guide a student into vocational training.

### HISTORY OF DEVELOPMENT

In an attempt to resolve a situation of overcrowded shop classes, and tailor a curriculum program to the individual needs of the potential dropout, an individualized course was proposed to help each student attain a more positive attitude toward school. The program began by acquiring research money from federal vocational funds and by hiring a teacher who showed empathy with the students. The program design which was chosen is a modification of the Skagit County Department of Vocational Rehabilitation program.

### DESCRIPTION OF THE PRACTICE

The instructional program was broken into three parts.

- (1) Classroom - this situation is taught by the job training instructor and is geared to high school subjects and related to the job stations.

- (2) Job Station - an on-the-job training situation with school credits in place of wages, established with assistance from cooperating community employers.
- (3) Contact Classes - regular college-prep type classes taught by "on staff" teachers.

The institution of the physical arrangements vary with the student's needs. For example: A few students work on weekends, others work four days a week at a regular job and are under contract to the instructor for individual study at home to meet their high school diploma, and the remainder take a contact class in the morning, plus special work with their job training teacher and work on the job in the afternoon. A constant monitoring of each student's progress for its continuous success is maintained. If failure of any part is noted, the program is changed. These students need successful experiences and alternatives must be available when resistance develops which could lead to failure.

A series of job training texts were obtained to help upgrade weak areas in academic subjects. These books are programmed in such a way that all of the students can do the vocabulary work and the writing assignments with each short lesson. The slow student merely does less assignments than the better readers. In this way, all gain daily insight about themselves and the working world.

#### SPECIFIC CONSIDERATIONS

The implementation of an instructional program like this in any school demands the services of a competent job training teacher who is also capable of performing public relations tasks.

How he treats the employers and other educators who help his students will make or break the program.

Hopefully, for fifteen students to be placed, a total of about 25 job stations will be available. It is very important that the employer be fully aware of what is trying to be done for the student so he can fit the student into the time schedule and work area he thinks would be most suitable to his talents. The student is reassigned if, after a trial period, the job station is not working for either the student or the employer. Constant auditing for positive upgrading and maximum program flexibility must be maintained.

The teacher must identify closely with each student and be prepared to be identified with him by parent, school and community. He shares in the community's assessment of the student and his performances, both good and bad. He must also support and defend the student, mediate with the community on his behalf and attempt to shift the community's assessment of him by being alert to the gains made by the student and supporting these gains. When a student moves out of the school environment, he becomes much more visible to the community, will be commented on more frequently and needs positive interpretation. Parents are very supportive when they understand their son or daughter is to be given every chance to be directed toward a trade, plus a high school diploma.

#### COST

Costs for the instructor were paid for with special funds from the State. Classroom costs, mileage for daily visits from

instructor to parents and employers, books and materials all came from the school district's funds. Employer contributions were vital but free. On-the-job station insurance for students was generally paid by the parents, although the school district did provide catastrophic insurance should the students be hurt badly. Parents often helped with transporting the student to job stations and other needs which were not funded.

#### OUTCOME

One of the most important benefits from this type of program is the union of the community, parents and schools in one cooperative effort to help build a future. Because the student who is failing the regular program is not allowed to drift in the prevocational program, wasting his and his instructor's time, attendance is almost 100 percent and the students work much more constructively. The pupils who work daily in this employment environment enjoy working with adults and don't mind at all the fact they receive only high school credit for compensation. An awareness as to what type of job he may eventually want is constantly with the student, helping firm a decision as to his potential work area.

#### FURTHER INFORMATION

Marvin Kastning  
Dean Farley  
Darrington High School  
Darrington, Washington 98241

SEMESTERIZED HIGH SCHOOL CURRICULUM  
WENDELL HIGH SCHOOL  
WENDELL, IDAHO

### NEEDS

The project originated with a concern that the vocational agricultural program was archaic and was not meeting the needs of Wendell's youth. The basis for concern was low enrollment, apathy toward the program and a lack of relevance in the course content.

Following conceptualization of the problem, an extensive evaluation of the program was embarked upon, using the interview survey technique to determine if the concern was supported by the data. State department officials, college faculty, high school faculty, students, farmers, ranchers and other patrons of the district also shared the concern.

### HISTORY OF DEVELOPMENT

The results of the study group indicated that there would be more appeal to the vocational agricultural program if the course offerings were on a semester rather than on a yearly basis, and that the course titles (Ag I, Ag II, Ag III, Ag IV) should be changed to something more stimulating and exciting. Semester courses with new titles such as Animal Husbandry, Crop Production, Introduction to Shop, Small Motors, Welding and Soldering, Equipment Repair and On-The-Job Training were finally agreed upon.

After formulating the new program for vocational-agriculture, it was logical that the same approach would also be feasible in other areas of the curriculum such as English, Science, etc. Consequently, faculty members were oriented and then grouped by departments to study their programs and to make recommendations for semesterizing the entire curriculum.

As a result of this assignment the curriculum has been totally evaluated, revised and modernized. The English curriculum will now have semester course offerings such as Beginning Writing, Creative Writing, Expository Writing, Contemporary Literature, American Literature, Speech, Drama, Journalism, etc.

#### DESCRIPTION OF THE PRACTICE

The 1971-72 school year will mark the beginning of the semester systems at Wendell High School, and will also afford the students a choice of courses which have titles that are more descriptive of their content.

Students will register twice a year under the new program, once in the fall and once in the winter. By breaking the curriculum into semester offerings, they will have a much wider variety of courses from which to choose. Over a period of four years, a student will be exposed to 30 or 40 different areas rather than 20 as has been the case in the past.

#### SPECIFIC CONSIDERATIONS

As work progresses on the project, students, staff and the public must be involved as their input is necessary to give direction

and support. A continual job of educating and orienting people is mandatory to the success of the program, and if done correctly, it is surprising how well things fall into place.

#### COST

The program will be implemented with little or no cost to the District, because it was known beforehand that the usual constraints of no additional money, space or staff would have to be met. A few minor changes in literature and English books will be made, but since this was the year for adoption, the District was planning to spend some money in this area anyway.

#### OUTCOME

An evaluation of the program will not begin until next fall, but it is planned that the program will be continually modifying and growing through self evaluation.

#### FURTHER INFORMATION

Will Spalding, Principal  
Wendell High School  
Wendell, Idaho 83355



WORK EXPERIENCE PROJECT  
SHERMAN UNION HIGH SCHOOL  
MORO, OREGON

### NEEDS

Following a ten year study of Sherman graduates, the district board began to realize the necessity for establishing a program to help those student who do not want to continue their education after high school in the four year college setting.

### HISTORY OF DEVELOPMENT

An "on-site" work experience program was developed as a new approach to this problem, and the traditional field trips for large groups of students were restructured into a working experience on a one-to-one basis. The principal, acting upon interest areas of students and faculty, called upon businesses and agencies in the area to familiarize them with the project and get their cooperation. The guidance office worked with parents and students to coordinate scheduling and transportation.

### DESCRIPTION OF THE PRACTICE

A student who may or may not be interested in pursuing a career in medical technology, for example, would be given a chance in this program to at least be exposed to this occupation in an urban setting. The student accepts the responsibility for observing to the extent that he or she can adequately report back

to student groups and participate in classroom discussions. An important feature of this "on-site" work is that the participant has an opportunity to see or learn about those areas that he does not wish to consider career-wise, as well as those he finds most interesting.

#### SPECIFIC CONSIDERATIONS

The main consideration is the actual solicitation of businesses and professionals to donate time and facilities. This requires enthusiasm and conviction on the part of the "salesman," and the wider the career exposures open, the greater the diversity in the program. Further, the cooperation of parents and the school board are essential.

#### COST

The burden of the cost was defrayed by a school board action that moved to make monies available to the project that were previously used in group field experiences. Individual businesses and professionals donated their time, as did parents for transportation.

#### OUTCOME

The project seems to be one method of introducing rural students to the broad horizon of employment opportunity. To date, Sherman has involved approximately 95 percent of its students by the time they graduate, with some students participating three or four times. Primarily, the program deals with eleventh and

twelfth graders, but it is not uncommon for tenth graders to occasionally benefit from a visitation.

#### FURTHER INFORMATION

Joseph E. DeMarsh  
Sherman Union High School  
Moro, Oregon 97039





Promising Practices  
1970

Arctic Nursing Program  
Beltz High School  
Nome, Alaska

A rural work/study program  
in the medical field.

Career Research Program  
Santiam High School  
Mill City, Oregon

Career guidance program to  
aid in occupational choice.

Contractual Study  
Glennallen High School  
Glennallen, Alaska

Individual study of the  
student's choice on a  
contractual basis.

Eye Opening Experience  
Cape Flattery Schools  
Clallam Bay, Washington

Social, culture and  
vocational experience for  
rural students in urban  
setting.

Field Experience Program  
Glendale High School  
Glendale, Oregon

Work study program in  
cooperation with State  
Forestry Department.

Guitar and Folk Music Program  
Mary Walker School District  
Springdale, Washington

Guitar lessons for all  
schools in District open to  
any student.

Individualized Instruction in  
Business Education  
Melba High School  
Melba, Idaho

Individualized instruction  
in shorthand and  
bookkeeping.

Learning Packages in English  
Mohawk High School  
Marcola, Oregon

Individualized instruction  
in English, teacher as  
resource person.

Non-Graded Language Arts Program  
Corbett High School  
Corbett, Oregon

Widening of curriculum  
options for students in  
language arts.

Office Training Laboratory  
Noxon High School  
Noxon, Montana

Laboratory experience in  
on-the-job office skills.

\*Operation Help  
Newport High School  
Newport, Oregon

Vocational training and  
remedial instruction.

\*Follow-up report available upon request from the Northwest  
Regional Educational Laboratory.

Sea and Fisheries Training  
Ocean Beach School District  
Ilwaco, Washington

Seventh Period Activity Program  
Glennallen High School  
Glennallen, Alaska

Tutorial Program  
Joint School District  
Mackay, Idaho

Using Community Resources  
Victor High School  
Victor, Montana

Vocational training in  
marine related occupations  
with community support.

Noncredit activity course  
at student option.

Cross-age helping program,  
high school tutors of grade  
school students.

Exchange of community/school  
talents and resources.

#### FURTHER INFORMATION

Dr. Kenneth Simon, Director  
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Northwest Regional Educational Laboratory  
500 Lindsay Building, 710 S. W. 2nd Avenue  
Portland, Oregon 97204

(Specify "Promising Practices in Small High  
Schools," 1970)